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ABSTRACT

Fourteen profiles of students in kindergarten through grade 8 provide information on characteristic behavior of learning disabled or behavior disordered students. Characteristics are matched up with appropriate strategies from a list of 188 in the back of the book. Profiles include hyperactive, withdrawn, clumsy, friendless, bewildered, and auditorially impaired students. Among strategies listed are having the child sit in the front of the room near the teacher, shortening assignments, and giving the student a place keeper for reading work. (CL)

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COMMON SOLUTIONS
FOR THE
UNCOMMON CHILD

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INTRODUCTION

The profession of teaching can be a satisfying and rewarding experience. The goal of educating and enriching a child's mind is a stimulating challenge willingly accepted by those in the profession. However, in these times of inadequate funding and budget cuts more is demanded of the classroom teacher. More and more pressure is put on the schools and teachers to be accountable not only for educating but also for requiring students to master basic competency and survival skills.

The dedicated teacher struggles to provide the best education for the individual child. This can become frustrating and require a great deal of time to reflect and readjust. The challenge is compounded further when some of the students have exceptional needs. Since the passage of P.L. 94-142, teachers are finding special education students in their classrooms for at least part of the day. These mainstreamed students have a multitude of functioning levels and needs, and they require some academic and/or behavioral assistance beyond the needs of other students. This booklet was prepared for regular education teachers who have these exceptional students in the classroom.

Although each special child has individual needs, working with these students has revealed that many have similiar deficiencies but to varying and overlapping degrees. General profiles were developed because of these universal traits. Each profile has a name, a face, and a general description as well as a list of characteristic behavior.

A teacher who observes a particular behavior by a student can locate the behavior on the characteristics list. Next to the behavior are numbers for suggested strategies located in the latter part of the booklet. These strategies are actual techniques that have been used and can be implemented by the regular education teacher without devoting a great deal of

time to a particular student. It is intended that more strategies be suggested than will be used. The teacher need only use the ones that are consistent with and compliment his teaching style.

The information in this booklet can be used with great diversity. It is a guide for the new as well as experienced teacher. It is a means for discussing a student by referring to a profile, thus maintaining confidentiality. This information may also serve as an inservice to prepare and inform the regular education teachers about the special education children in their classes and various ways of working with them.

Common Solutions for the Uncommon Child K-4

The fourteen profiles in the kindergarten through fourth grade section provide characteristic behavior of students with specific learning disabilities and/or behavior disorders. It is intended that students in the lower grades with these traits receive some sort of remedial help in overcoming these deficencies as well as utilizing their strengths in the classroom.

STEVE SQUIRMER

PROFILE SHEETS

I. STEVIE SQUIRMER - THE "ACTIVE" CHILD

CHARACTERISTICS		STRATEGIES
a.	cannot sit still in his seat	1, 18, 35, 66, 128, 131
b.	part of his body is often in the aisle, or on top of the desk	1, 18, 35, 66, 128, 131
c.	shoes are generally untied or completely off, pants often are not completely fastened	18, 35, 82, 129, 131
d.	is out of his seat every other minute	1, 18, 35, 59, 62, 65, 66, 85, 118, 128, 130, 131, 132
e.	needs teacher's attention constantly, often screams the teacher's name across the room	1, 18, 22, 23, 24, 35, 59, 62, 65, 85, 112, 118, 128, 131, 132
f.	seldom faces forward in his seat	1, 18, 35, 59, 62, 65, 85, 112, 128, 131
g.	usually is distracting to other students, sometimes unconsciously	1, 18, 35, 59, 60, 62, 70, 111, 112, 114, 118, 128, 131, 132
h.	pokes people in line, puts his feet on other's desks	1, 18, 35, 59, 62, 65, 67, 70, 111, 112, 113, 118, 131, 132,
i.	uses negative behavior to get attention	1, 23, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 85, 111, 112, 115, 118
j.	picks fights	1, 2, 9, 60, 61, 62, 63, 65, 66, 67, 70 85, 112, 113, 132
k.	class clown	1, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 85, 97, 111, 112, 113, 114, 118
l.	seldom completes total assignment	23, 35, 41, 42, 51, 55, 62, 74, 81, 84, 97, 106

SARAH SILENT

II. SARAH SILENT - THE WITHDRAWN CHILD

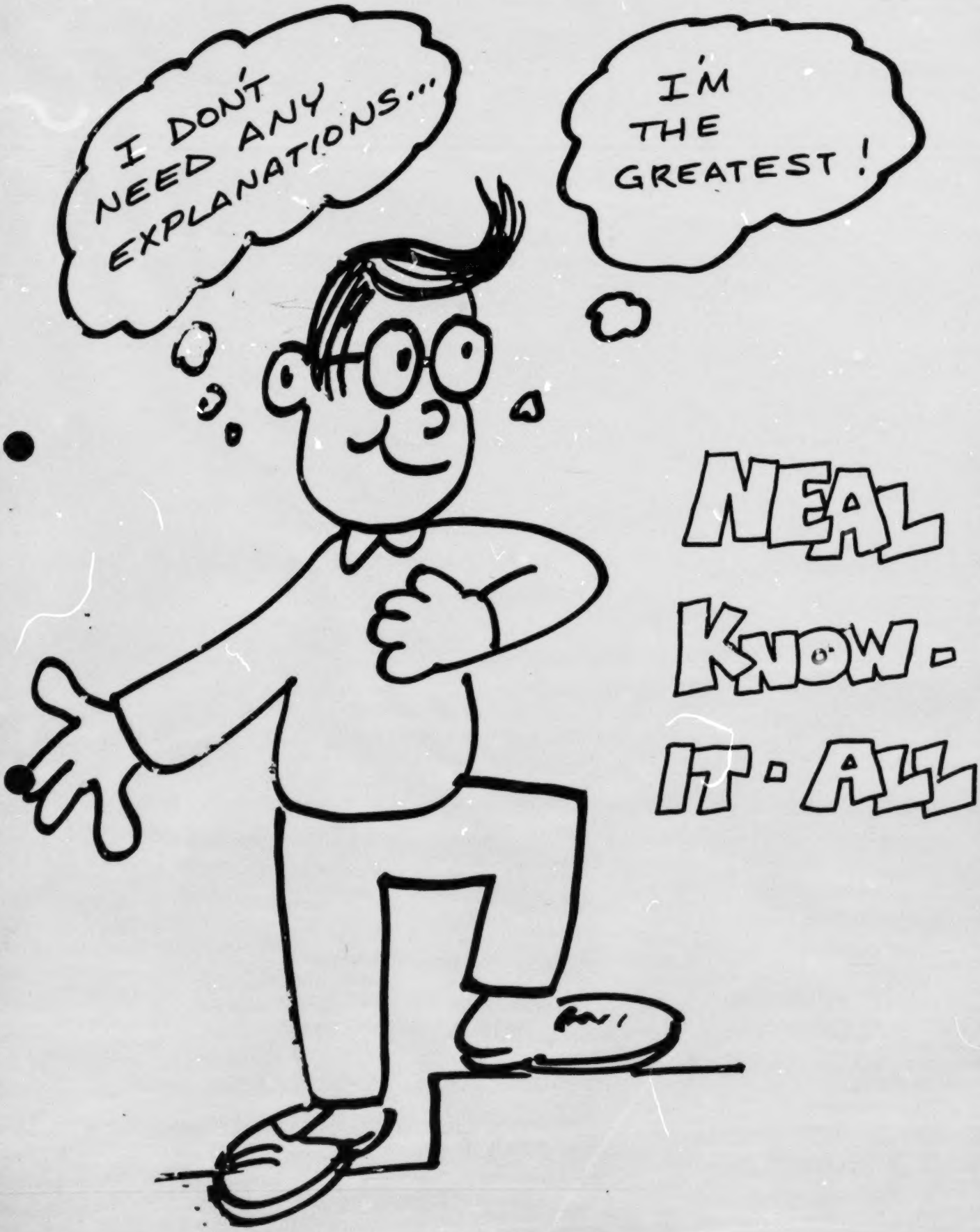
CHARACTERISTICS		STRATEGIES
a.	seldom speaks	25, 28, 61, 134, 135, 138, 145, 146, 147, 154, 169, 170, 172
b.	often won't speak when spoken to	25, 26, 61, 135, 138, 146, 147, 169, 170
c.	may just stare when spoken to	25, 26, 61, 135, 138, 147, 154, 170
d.	won't participate in show and tell	18, 139, 147, 171
e.	painfully shy, withdrawn	25, 26, 96, 133, 135, 138, 139, 146, 147, 154, 170
f.	seems slow academically	2, 15, 22, 43, 52, 97, 105, 109, 125, 172, 173, 174
g.	other children often neither like nor dislike her, but tolerate her	134, 138, 139, 154
h.	touches the wall when walking down the hall, looking down	18, 29, 35, 147, 169
i.	resists physical contact	137, 154
j.	has a difficult time with change or new things	2, 43, 105, 109, 125
k.	afraid to speak up in class even if her answer is correct	18, 25, 26, 35, 116, 170, 171, 172

CLUMSY CHARLIE

PROFILE SHEETS

III. CLUMSY CHARLIE - THE CHILD WITH GROSS MOTOR COORDINATION DIFFICULTIES

CHARACTERISTICS		STRATEGIES
a.	can't jump rope	148, 150, 151, 152, 167, 175
b.	walks with a special gait	148, 149, 150, 151, 152, 175
c.	falls off chair or seat	18, 35, 148, 150, 151, 152, 175
d.	bumps into people and things	18, 35, 148, 149, 150, 151, 152, 175
e.	spills milk, drops food	18, 35, 148, 149, 150, 151, 152
f.	knocks down desk and chairs	18, 35, 148, 149, 150, 151, 152, 175
g.	unable to catch or throw ball	148, 150, 151, 152, 167, 175
h.	unable to follow simple rhythm activities	148, 150, 151, 152, 167, 175
i.	may be overweight	18, 150, 175


I DONT NEED ANY EXPLANATIONS...
I'M THE GREATEST!
NEAL KNOW-IT-ALL

PROFILE SHEETS

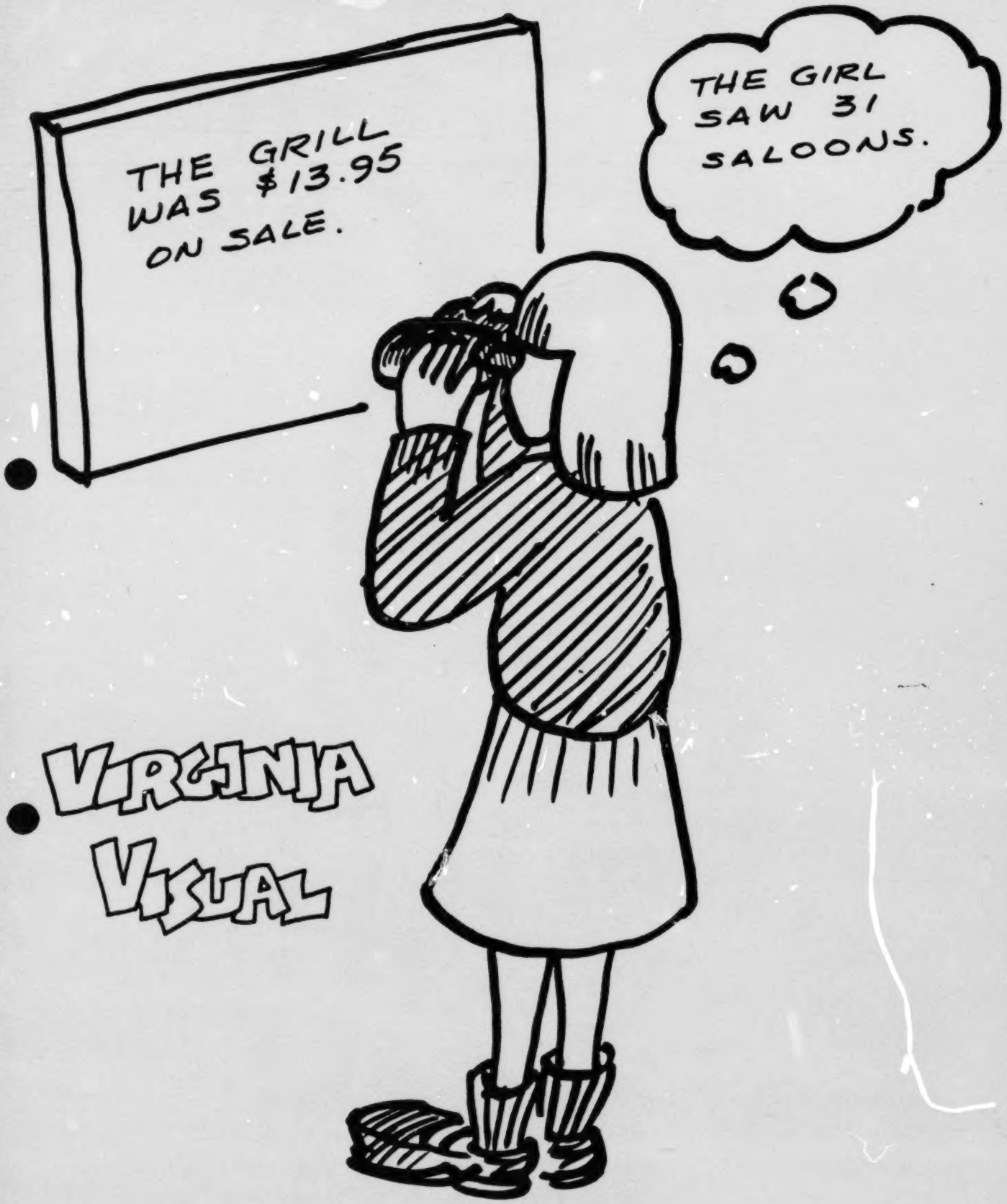
IV. NEAL KNOW IT ALL - THE CHILD WHO IS UNREALISTIC ABOUT HIS ABILITIES AND INABILITIES

CHARACTERISTICS		STRATEGIES
a.	everything is "easy"	2, 59, 60, 85, 112, 118, 132, 136, 153
b.	will quickly say "Oh, I know how to do that," to any new thing	2, 59, 60, 85, 112, 118, 132, 136, 153
c.	may have been retained and feels bad about it	136, 153
d.	always wants to be in the hardest book	38, 85, 86, 132, 136, 153
e.	grimaces and groans about anything new presented, including art, music, P.E.	59, 60, 65, 67, 85, 86, 132, 136, 153
f.	often doesn't finish assignments	2, 38, 41, 42, 43, 51, 54, 65, 74, 81, 86, 87, 102, 108, 109
g.	says he is finished with an assignment but isn't	4,6,23, 38, 42, 43, 51, 54, 65, 69, 74, 81, 86, 102, 108, 109
h.	generally careless with any assignment	1,2, 4, 20, 23, 37, 38, 43, 44, 47, 51, 52, 53, 54, 55, 57, 58, 65, 79, 81, 86, 87, 97, 109
i.	consistently hands in incorrect assignments and incorrect corrections	15,20, 23, 37, 51, 52, 53, 54, 55, 56, 57, 58, 79, 81, 86, 97, 105, 109, 123
j.	verbal and written answers are not logical	7, 43, 51, 97, 109, 123, 124, 171, 172, 173, 174
k.	always has high self-esteem until failure mounts	7, 51, 97, 109, 112, 118, 124
l.	doesn't like to listen to explanations, will assure you he knows what to do	38, 52, 53, 54, 86, 87, 118

FRIEDA
FRIENDLESS
NOBODY
LIKES ME

V. FRIEDA FRIENDLESS - THE CHILD WITH SOCIAL DIFFICULTIES

CHARACTERISTICS		STRATEGIES
a.	doesn't participate with other children	96, 125, 131, 133, 134, 135, 136, 138, 145, 146, 153, 154
b.	has no close friends at school	96, 116, 125, 133, 134, 135, 138, 145, 146, 154
c.	is shy	18, 26, 32, 61, 96, 97, 116, 125, 133, 134, 135, 136, 138, 145, 146, 149, 154, 169, 170
d.	may be the brunt of other children's jokes	133, 134, 135, 136, 138, 145, 154
e.	misperceives social situations	133, 136, 138, 145, 153
f.	lacks motivation	18, 22, 26, 33, 34, 35, 62, 74, 116, 134, 137, 139, 146
g.	"black cloud over the head" syndrome	18, 35, 62, 116, 134, 135, 138
h.	likes to hide in room	1, 22, 61, 62, 96, 97, 145, 170
i.	tiny printing or cursive writing	18, 20, 22, 26, 27, 31, 35

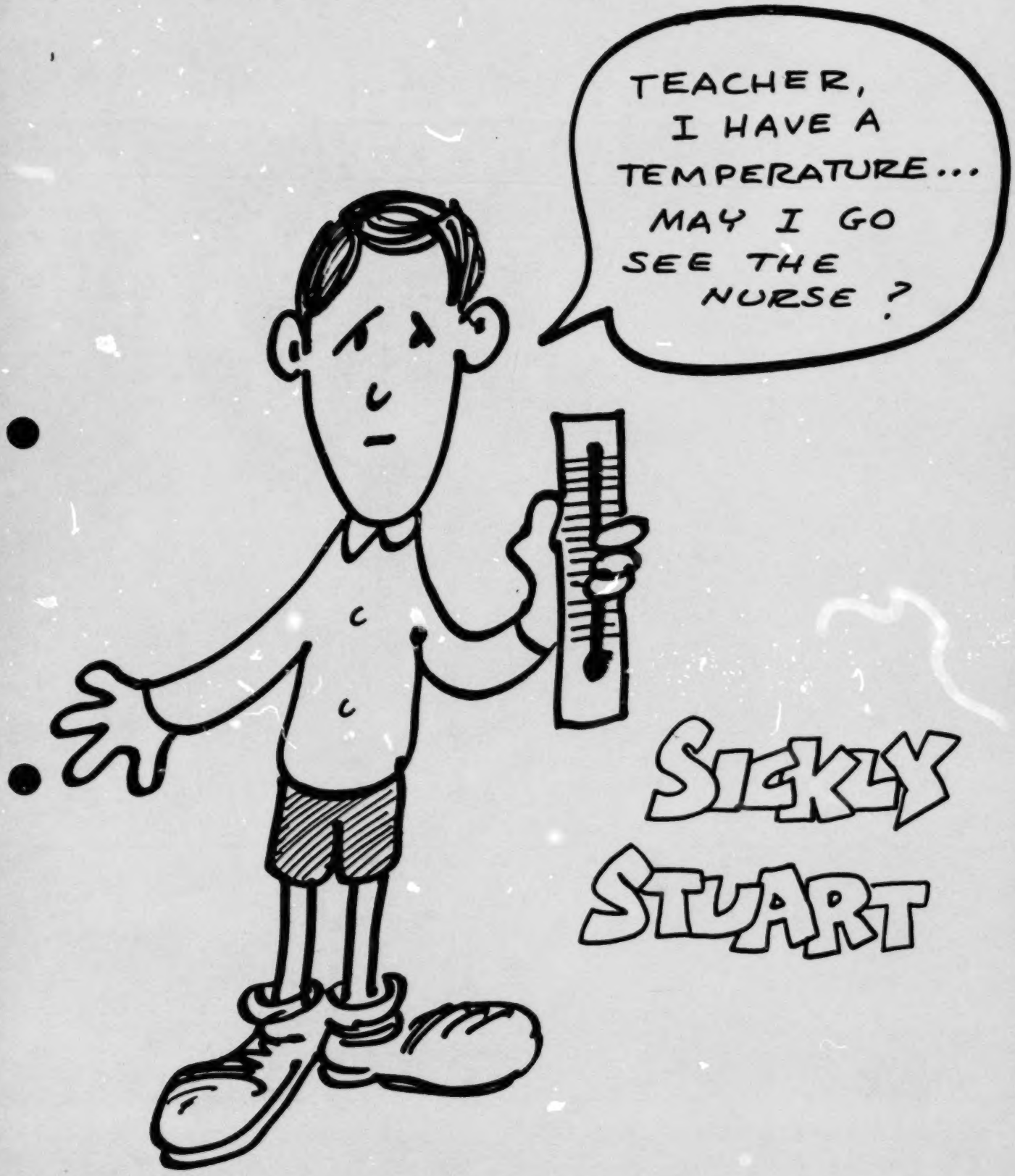

THE GRILL WAS $13.95 ON SALE.
THE GIRL SAW 31 SALOONS.
VIRGINIA VISUAL

VI. VIRGINIA VISUAL - THE CHILD WITH VISUAL DIFFICULTIES

CHARACTERISTICS		STRATEGIES
a.	can't understand written directions but can understand directions when given orally	1, 3, 4, 5, 6, 8, 9, 10, 11, 16, 43, 46, 93, 101, 109, 123, 126, 155, 156
b.	often needs auditory clues to sound out a word or remember letters, write out numerals	126, 151, 155, 167, 178
c.	many reversals, sees and /or writes p as q, b as d, was as saw, etc.	126, 144, 151, 155, 157, 158, 176, 177, 178
d.	has to read aloud for a clear understanding	2, 4, 126, 151, 156
e.	has difficulty keeping her place in reading or number work	45, 72, 126, 151, 177, 178
f.	has difficulty drawing a line between two borders	44, 126, 143, 151, 158, 167, 168, 176, 177, 178
g.	has difficulty in figure ground activities: can't distinguish a particular form from its background	126, 151, 158, 168, 176, 177, 178
h.	has trouble with hidden pictures	126, 151, 158, 168, 176, 177, 178
i.	has trouble with directionality - up - down, over - under, front - back, left - right	4, 126, 151, 167, 168, 176, 177, 178
j.	has difficulty writing words or letters between proper lines	27, 31, 44, 126, 143, 148, 151, 168
k.	can't start to write unless a sample is given	109, 123, 126, 151
l.	has difficulty recognizing a word if its size, color or position is changed	16, 126, 144, 151, 176, 177, 178

VI. VIRGINIA VISUAL - THE CHILD WITH VISUAL DIFFICULTIES (contd.)

CHARACTERISTICS		STRATEGIES
m.	can't put a picture story in sequence even if correct sequence is given orally	8, 126, 151, 157, 167, 168
n.	often writes numbers or letters out of sequence as: brid for bird, 91 for 19, 432 for 4302, dring or brnig for bring	45, 126, 144, 151, 157, 167, 168, 176, 177, 178
o.	has trouble with puzzles, mazes, dot to dot	126, 151, 158, 167, 168, 176, 177, 178
p.	doesn't space properly between numbers, letters	27, 44, 45, 90, 123, 143, 144, 151
q.	has difficulty making particular letters or numbers	27, 44, 45, 90, 123, 144, 176, 178


TEACHER, I HAVE A TEMPERATURE... MAY I GO SEE THE NURSE?
SICKLY STUART

PROFILE SHEETS

VII. SICKLY STUART - THE CHILD WHO USES ILLNESS AS AN AVOIDANCE TECHNIQUE

CHARACTERISTICS		STRATEGIES
a.	has frequent stomach aches, headaches	1, 18, 85, 118, 124, 136, 140, 153, 159
b.	always wants to go to the nurse	1, 18, 85, 112, 118, 124, 136, 141, 153, 159
c.	feels sick but doesn't want to go to the nurse	1, 18, 85, 112, 118, 124, 136, 140, 153, 159
d.	often "just doesn't feel good"	1, 18, 112, 118, 124, 136, 141, 153, 159
e.	has to go to the washroom a lot	1, 18, 85, 112, 118, 124, 136, 141, 153, 159
f.	frequent school absences	1, 10, 35, 38, 124, 136, 141, 153
g.	spends a lot of time with his head on his desk	1, 18, 22, 23, 38, 42, 43, 59, 74, 76, 105, 136, 153
h.	his work wasn't done because of his sore finger, his sore foot, his headache, his stomach ache	1, 18, 22, 23, 38, 42, 43, 74, 76, 81, 105, 118, 136, 153
i.	performance adversely affected by weather, minor body temperature fluctuation, full moon, colds	1, 18, 22, 23, 38, 42, 43, 59, 73, 74, 76, 81, 105, 118, 136, 153

HEY ! EVERYONE ! LOOK AT MY NEW JET.
WILLIE WANTING

VIII. WILLIE WANTING - THE CHILD WHO NEEDS CONSTANT ATTENTION

	CHARACTERISTICS	STRATEGIES
a.	cries when he gets an answer wrong	18, 43, 51, 115, 116, 118, 132, 136, 146, 147, 153, 157
b.	whines often	18, 62, 67, 85, 111, 112, 115, 118, 131, 132, 136, 147, 153
c.	complains a lot about unjust treatment	105, 113, 115, 136, 147, 153
d.	may refuse to do something because, supposedly a parent doesn't want him to	85, 115, 117, 118, 124, 132, 136, 147, 153
e.	may be selfish with own or school equipment	18, 62, 85, 115, 131, 132, 136, 139, 147, 153
f.	often is a tattle tale	85, 111, 112, 113, 115, 131, 132, 136, 147, 153
g.	gets overly distraught if he is reprimanded	18, 62, 71, 114, 131, 132, 146, 147, 153,
h.	cries easily when things are not going exactly the way he wants	18, 62, 112, 115, 132, 136, 146, 147, 153
i.	"I won't try unless you're here"	10, 22, 23, 24, 34, 35, 43, 62, 123, 125, 147
j.	uses negative behavior to get attention	1, 23, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 85, 111, 112, 115, 118, 132, 136, 139, 147, 153
k.	uses a lot of passive aggressive behavior such as, " I was just going to sharpen my pencil - his foot was in the way"	1, 60, 63, 64, 65, 70, 112, 118, 132, 136, 139, 147, 153
l.	wants to be physically near the teacher as often as possible	22, 24, 128

VIII. WILLIE WANTING - THE CHILD WHO NEEDS CONSTANT ATTENTION (contd.)

CHARACTERISTICS		STRATEGIES
m.	asks for help constantly	2, 4, 10, 18, 23, 24, 88, 109, 122, 123, 125
n.	wants to be pampered	23, 24, 43, 88, 136, 147

AUGIE AUDITORY

IX. AUGIE AUDITORY - THE CHILD WITH AUDITORY DIFFICULTIES

	CHARACTERISTICS	STRATEGIES
a.	can't understand what the teacher says	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 90, 125, 127, 128, 151, 172, 180
b.	doesn't know what is going on in the classroom	1, 2, 3, 4, 5, 6, 7, 10, 16, 75, 90, 125, 127, 128, 172, 180
c.	complains about the noise in the classroom and lunchroom	1,2, 3, 4, 5, 6, 16, 75, 128, 172
d.	daydreams a lot	1, 2, 3, 4, 5, 6, 16, 22, 75, 125, 128
e.	needs visual clues to learn letters, words, etc.	2, 16, 17, 22, 90, 151, 166, 167, 172, 179
f.	can't associate the letter sound with a letter in the alphabet	16, 17, 90, 151, 160, 167, 179
g.	learns initial sounds much faster than ending sounds - confuses: hear - heal, pet - pen, five - fire	16, 17, 151, 160, 167, 179
h.	talks leaving off word endings	16, 17, 151, 157, 160, 164, 165, 167, 179
i.	omits ending sounds in oral reading	16, 17, 151, 157, 160, 164, 165
j.	usually a poor speller, and poor in dictation, writes bend for blend, spit for split	17, 18, 22, 121, 151, 167, 179
k.	has difficulty in following oral directions sequentially	1, 2, 3, 4, 5, 6, 8, 10, 17, 22, 46, 90, 125, 128, 151, 172, 180
l.	complains that others talk too much and he never gets a chance to talk	1, 161, 166

IX. AUGIE AUDITORY - THE CHILD WITH THE AUDITORY DIFFICULTIES (contd.)

	CHARACTERISTICS	STRATEGIES
m.	has difficulty finishing a sentence, struggles for the proper word	18, 151, 162, 163, 164, 165, 166
n.	wants to participate in show and tell but becomes tongue-tied and is only able to show	18, 139, 151, 162, 163, 164, 165, 166
o.	wants to report on an exciting and interesting event but is unable to continue after the first sentence	151, 162, 163, 164, 165, 166
p.	has a hesitant and choppy oral delivery	151, 162, 163, 164, 165, 166
q.	has trouble rhyming words	17, 18, 151, 165, 167, 179

??
SHALL I DO THIS FIRST.....
WHAT DID THE TEACHER SAY ?
BEWILDERED BELINDA

X. BEWILDERED BELINDA - THE CHILD WHO HAS DIFFICULTY WITH ORGANIZATION AND CONCENTRATION

CHARACTERISTICS		STRATEGIES
a.	extremely distractable	1, 5, 7, 10, 17, 18, 22, 34, 43, 44, 68, 69, 73, 76, 84, 86, 90, 97, 103, 106, 128, 172, 173, 174
b.	loses her place while reading	72, 84, 126, 151
c.	never knows what's going on	2, 7, 8, 9, 18, 22, 29, 30, 34, 35, 40, 43, 46, 49, 51, 52, 68, 69, 73, 74, 76, 84, 88, 95, 97, 99, 104, 105, 109, 120, 122, 123, 128, 172, 173, 174
d.	if she is sent on a errand, forgets where she is suppposed to go before she gets there	33, 75, 127, 173
e.	has trouble getting from place to place	29, 33, 40, 75
f.	doesn't have the correct materials	18, 49, 50, 83, 98, 99, 104, 131, 147
g.	messy and confusing work	20, 27, 37, 39, 44, 45, 47, 48, 79, 81, 131, 147
h.	loses completed work	36, 41, 42, 43, 50, 74, 79, 81, 83, 131, 147
i.	confused with a change in routine	30, 40
j.	looks like she has been run over by a car	82, 129, 131, 147
k.	messy desk	36, 50, 83, 131, 147
l.	never erases, just scratches out	20, 37, 44, 47, 48, 79, 80, 81, 131, 147
m.	has trouble getting a task started	2, 8, 43, 46, 76

X. BEWILDERED BELINDA - THE CHILD WHO HAS DIFFICULTY WITH ORGANIZATION AND CONCENTRATION (contd.)

CHARACTERISTICS		STRATEGIES
n.	a word caller - can read words well but does not comprehend what she is reading	2, 4, 16, 22, 93, 123, 126, 151, 156
o.	often cannot work independently	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 22, 23, 24, 26, 35, 40, 43, 46, 68, 69, 76, 88, 97, 103, 106, 109, 123, 176, 177, 178
p.	can spend a half an hour staring at one problem	2, 8, 16, 22, 23, 46, 76, 90, 101, 105, 109
q.	cannot remember basic arithmetic concepts and processes	12, 13, 22, 23, 46, 90, 101, 123, 126, 151, 157, 160, 168, 181, 185, 187, 189, 190
r.	cannot do math without visual and/or auditory aids	12, 13, 22, 23, 43, 90, 101, 109, 123, 126, 151, 155, 160, 168, 181, 182, 189, 190

SPACEY TRACY

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PROFILE SHEETS

XI. SPACY TRACY - THE CHILD WITH POOR RETENTION, LONG AND SHORT TERM

	CHARACTERISTICS	STRATEGIES
a.	needs many more explanations than the rest of the class and still may not understand	1, 2, 3, 6, 7, 8, 10, 40, 46, 56, 69, 74, 84, 105, 125, 128, 172, 173, 174
b.	often seems unaware of the fact that she's not keeping up	38, 41, 43, 55, 74, 99, 100, 102, 103, 108, 118, 136, 153
c.	never seems to understand the material	1, 2, 6, 7, 8, 10, 15, 16, 23, 51, 52, 84, 89, 90, 91, 97, 109, 156, 172, 173 174
d.	has an extremely difficult time with new concepts	2,7, 8, 10, 12, 51, 84, 107, 108, 122, 125, 126
e.	usually unaware of current events or the world around her	18, 40, 69, 126, 147, 150
f.	forgets teachers' names	18, 126, 147, 150, 153, 167
g.	sometimes answers questions with answers that have nothing to do with the questions	7, 43, 51, 56, 68, 69, 86, 97, 109,123 124, 172, 174
h.	after explicit directions to use, for example, 3 colors, she will use 8, and then not understand what she did wrong	1, 2, 3, 11, 46, 105, 125, 128, 173, 174
i.	has a great deal of difficulty following through with homework assignments	2, 8, 12, 41, 42, 46, 49, 94, 95, 99, 100, 102, 103, 105, 106, 107, 108, 109
j.	forgets math tables from day to day, hour to hour	13, 14, 15, 16, 45, 89, 91, 107, 122
k.	forgets learned material over vacation, weekends, day to day, hour to hour	2, 4, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 22, 91, 97, 107, 122, 125

XI. SPACY TRACY - THE CHILD WITH POOR RETENTION, LONG AND SHORT TERM (contd.)

CHARACTERISTICS		STRATEGIES
l.	gets halfway through an assignment and forgets how to do it	2, 4, 7, 8, 22, 23, 46, 69, 84, 91, 97 103, 106, 107, 122, 123, 173
m.	forgets gym materials, art supplies	18, 49, 120
n.	forgets basic measuring processes and measurement concepts	13, 91, 92, 122, 126, 168, 188
o.	does not know how to tell time, count out money or make change, estimate time or distance, or understand place value	12, 13, 22, 23, 90, 123, 126, 151, 157 160, 168, 181, 186, 187, 188, 190
p.	cannot relate one math concept to another	12, 13, 22, 23, 89, 90, 126, 151, 157, 160, 168, 181, 190
q.	consistently regroups incorrectly in addition or subtraction	12, 13, 22, 23, 43, 89, 90, 101, 123 126, 151, 157, 160, 168, 181, 182, 190

FUMBLE FINGERS FRED

XII. FUMBLE FINGERS FRED - THE CHILD WITH FINE MOTOR COORDINATION DIFFICULTIES

	CHARACTERISTICS	STRATEGIES
a.	holds pencil with other than thumb and index finger	148, 151, 152, 158
b.	clenches crayons, pencil, chalk	10, 142, 148, 151, 152, 158
c.	presses hard with pencil	142, 148, 151, 158
d.	writes with head drooped	18, 147, 148, 151
e.	makes all letters the same height	18, 20, 44, 143, 144, 150, 151
f.	has difficulty making particular letters or numbers	27, 45, 90, 123, 144, 148, 150, 151, 158
g.	dislikes writing	18, 148, 150, 151
h.	fails to finish handwriting assignment	12, 18, 147, 148, 150, 151
i.	can't hold scissors, or holds them awkwardly	148, 150, 151, 152, 158, 167
j.	sloppy cutting, uneven lines	148, 150, 151, 152, 158, 167
k.	can't move the paper while cutting	148, 150, 151, 152, 158, 167
l.	colors with heavy erratic lines, unable to keep within the outline	148, 150, 151, 158, 167, 168
m.	has difficulty in handling books, materials, papers; seems to have "butterfingers" or be "all thumbs"	148, 149, 151

XII. FUMBLE FINGERS FRED - THE CHILD WITH FINE MOTOR COORDINATION DIFFICULTIES(contd.)

	CHARACTERISTICS	STRATEGIES
n.	is slow with and has difficulty with clothing - buttoning, tying shoelaces, putting on boots, etc.	129, 148, 149, 151
o.	illegible written work, slow and difficult execution of any assignment	12, 34, 106, 110, 148, 151
p.	can't trace well	148, 150, 151, 152, 158, 167, 168
q.	clumsy in holding paint brushes, using paste or glue	148, 151, 152, 158, 167

TONGUE TWISTER TOM

38

PROFILE SHEETS

XIII. TONGUE TWISTER TOM - THE CHILD WHO HAS TROUBLE WITH VERBAL EXPRESSION

CHARACTERISTICS		STRATEGIES
a.	can't repeat simple directions	1,2,3,4,5,6,7, 8, 9. 10, 11, 35, 44, 46, 52, 105, 109, 123, 126, 128, 151, 156, 172, 173, 174
b.	can't follow simple oral directions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 35, 44, 46, 52, 105, 109, 123, 126, 128, 151, 156, 172, 173, 174
c.	has a limited vocabulary	4, 5, 7, 11, 26, 52, 126, 151, 156, 167, 170, 171, 172, 173, 174
d.	has trouble with directionality, up - down, in - out, left - right	4, 5, 126, 151, 165, 166, 167, 170, 171, 172, 173, 174
e.	has difficulty saying a simple sentence	6, 7, 25, 30, 52, 126, 145, 146, 151, 156, 161, 162, 163, 164, 166, 170, 171, 174
f.	uses poor grammar, incorrect prepositions, verbs, pronouns, etc.	7, 25, 52, 126, 151, 156, 164, 165, 166, 170, 171, 172, 174
g.	hesitant and uneven oral delivery	7, 25, 26, 30, 52, 126, 138, 146, 147, 151, 156, 161, 162, 163, 164, 165, 166, 170, 171
h.	heavy breathing, slobbering, etc.	126, 138, 145, 146, 151, 161, 162,163, 164, 165, 166
i.	refuses to speak to the class	6, 7, 18, 25, 26, 52, 126, 138, 145, 146, 147, 151, 162, 164, 165, 166, 170,171,172
j.	uses a lot of "I don't know's" and body language	7, 18, 26, 30, 52, 126, 138, 145, 146, 151, 161, 162, 164, 165, 166, 170, 171, 172
k.	wants to report and exciting and interesting event but is unable to continue after the first sentence	151, 162, 163, 164, 165, 166

BECKY BACKGROUND

PROFILE SHEETS

XIV. BECKY BACKGROUND - PAST AND PRESENT INFLUENCES OUTSIDE SCHOOL

CHARACTERISTICS	STRATEGIES
a. parental pressure	
b. family conflicts	
c. cultural problems	

This child exhibits any of the previous 13 profiles, especially SARAH SILENT, NEAL KNOW IT ALL, FRIEDA FRIENDLESS, SICKLY STUART, WILLY WANTING, and SPACY TRACY.

See Strategies for profiles listed also 113, 114, 116, 119

You will often encounter difficulty with parental cooperation especially in the areas of:

- viewing the child realistically, strengths and weaknesses
- lack of consistency in home follow-through
- putting blame on teachers and school
- interference with the way things are being taught to the child

Common Solutions for the Uncommon Child 5-8

The eleven profiles in this section are extensions and combinations of the previous profiles. As the child becomes older specific learning problems are often masked by outward behavioral difficulties. At times it may be helpful to investigate a child's earlier learning problems and use the K-4 profile sheets in combination with the 5-8 profile sheets.

CARL CONFUSED

I. CARL CONFUSED - CANNOT PROCESS ORAL OR WRITTEN DIRECTIONS

CHARACTERISTICS		STRATEGIES
a.	misinterprets oral directions	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 16, 17, 18, 22, 43, 46, 52, 109, 123, 125, 128, 172, 173
b.	misinterprets written directions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 18, 22, 42, 46, 52, 55, 93, 101, 109, 123, 125, 173
c.	unable to read the words in the directions, but can understand directions if given orally	1, 3, 4, 5, 6, 8, 9, 10, 11, 16, 43, 46, 93, 101, 109, 123, 128
d.	unable to assimilate words of oral or written directions	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 17, 23, 43, 46, 52, 55, 101, 123, 128, 172, 180
e.	starts out following the correct directions, but gets off the track or completely forgets them half way through the assignment	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 17, 18, 23, 43, 46, 52, 68, 97, 109, 173
f.	cannot work independently	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 22, 23, 24, 26, 35, 40, 43, 46, 68, 69, 76, 88, 97, 103, 106, 109, 123
g.	can't prepare science experiments or class projects without aid	2, 7, 8, 10, 11, 12, 34, 46, 91, 92, 97, 123, 125
h.	has a great deal of difficulty following through with homework assignments	2, 8, 12, 41, 42, 46, 49, 94, 95, 99, 100, 102, 103, 105, 106, 107, 108, 109
i.	can spend a half hour staring at one problem	8, 22, 23, 46, 76, 90, 101, 105, 109, 181
j.	can assemble everything needed for science experiment, but doesn't know what to do next	2, 3, 6, 8, 10, 11, 46, 97, 123, 125,

RICHIE RUSHER

PROFILE SHEET

II. RICHIE RUSHER - RUSHES THROUGH ASSIGNMENTS

CHARACTERISTICS	STRATEGIES
a. generally careless with any assignment	1, 2, 4, 20, 23, 37, 43, 44, 47, 51, 52, 53, 54, 55, 57, 58, 65, 79, 81, 86, 97, 109, 123 157
b. consistently hands in incorrect assignments and incorrect corrections	15, 20, 23, 37, 51, 52, 53, 54, 55, 56, 57, 58, 79, 81, 86, 97, 105, 109, 123, 157
c. answers questions without reading the material and then corrects wrong guesses until the answers are correct by chance	7, 20, 37, 51, 52, 53, 54, 55, 56, 57, 58, 79, 81, 86, 105
d. rushes through tests without reading questions and answers	7, 51, 86, 101, 136, 153, 157
e. always has a very high self esteem until failure mounts	7, 51, 97, 109, 112, 116, 124, 136
f. verbal and written answers are not logical	7, 43, 51, 97, 109, 123, 124
g. doesn't like to listen to explanation - will assure you he knows what to do	38, 52, 53, 54, 86, 87, 118

FLIGHTY FLORA

PROFILE SHEET

III. FLIGHTY FLORA - THE EASILY DISTRACTED CHILD

CHARACTERISTICS		STRATEGIES
a.	extremely distractable	1, 5, 7, 10, 17, 18, 22, 34, 43, 44, 68, 69, 73, 76, 84, 86, 90, 94, 97, 103, 106, 128, 137
b.	loses place while reading	72, 84, 160
c.	never knows what's going on	2, 7, 8, 9, 18, 22, 29, 30, 34, 35, 40, 43, 46, 49, 51, 52, 68, 69, 73, 74, 76, 84, 88, 95, 97, 99, 104, 105, 109, 120, 122, 123, 128
d.	never in seat	60, 65, 66, 70, 73, 76, 85, 112, 114, 118, 130
e.	sensitive to reprimand	59, 71, 85, 114
f.	talks out	59, 60, 65, 66, 85, 112, 114, 118, 137
g.	sometimes answers questions with answers that have nothing to do with the question	7, 43, 51, 56, 68, 86, 97, 109, 123, 124, 172, 174
h.	has trouble getting from place to place	29, 33, 40, 75
i.	can be sent on an errand and forgets where she is supposed to go before she gets there	33, 75, 127, 169, 180
j.	performance clearly affected by weather, minor temperatures, full moon, colds	30, 43, 44, 69, 73, 97, 110

LAZY LARRY

PROFILE SHEET

IV. LAZY LARRY - CAPABLE OF GRADE LEVEL ACHIEVEMENT BUT POORLY MOTIVATED

CHARACTERISTICS		STRATEGIES
a.	understands assignments but doesn't use class time	1, 22, 23, 38, 42, 53, 58, 69, 85, 97, 99, 102, 105, 118, 131
b.	rarely completes assignments on time	38, 42, 53, 85, 99, 100, 102, 105, 118
c.	never does homework	38, 42, 53, 85, 99, 100, 102, 105, 118
d.	daydreams	1, 38, 69, 85, 96, 97, 105, 112, 118
e.	often complains that school is boring and stupid	85, 105, 111, 115
f.	usually shifts the blame for work not done to someone or something else	38, 102, 105, 117, 118, 124
g.	assignments handed in are often half done	38, 42, 53, 58, 81, 85, 86, 99, 100, 105, 118
h.	would always rather do a different assignment than the one that is assigned	38, 42, 81, 85, 102, 105, 118
i.	never feels like working "today"	38, 42, 81, 85, 102, 105, 118
j.	makes statements like: "Couldn't I just do 4(out of 8)?" "Why do I have to use complete sentences?" "I can't help it if I didn't understand it."	38, 42, 85, 87, 102, 105, 118

DAVE DISTRACTOR

51

PROFILE SHEET

V. DAVE DISTRACTOR - THE CLASSROOM DISTRACTOR

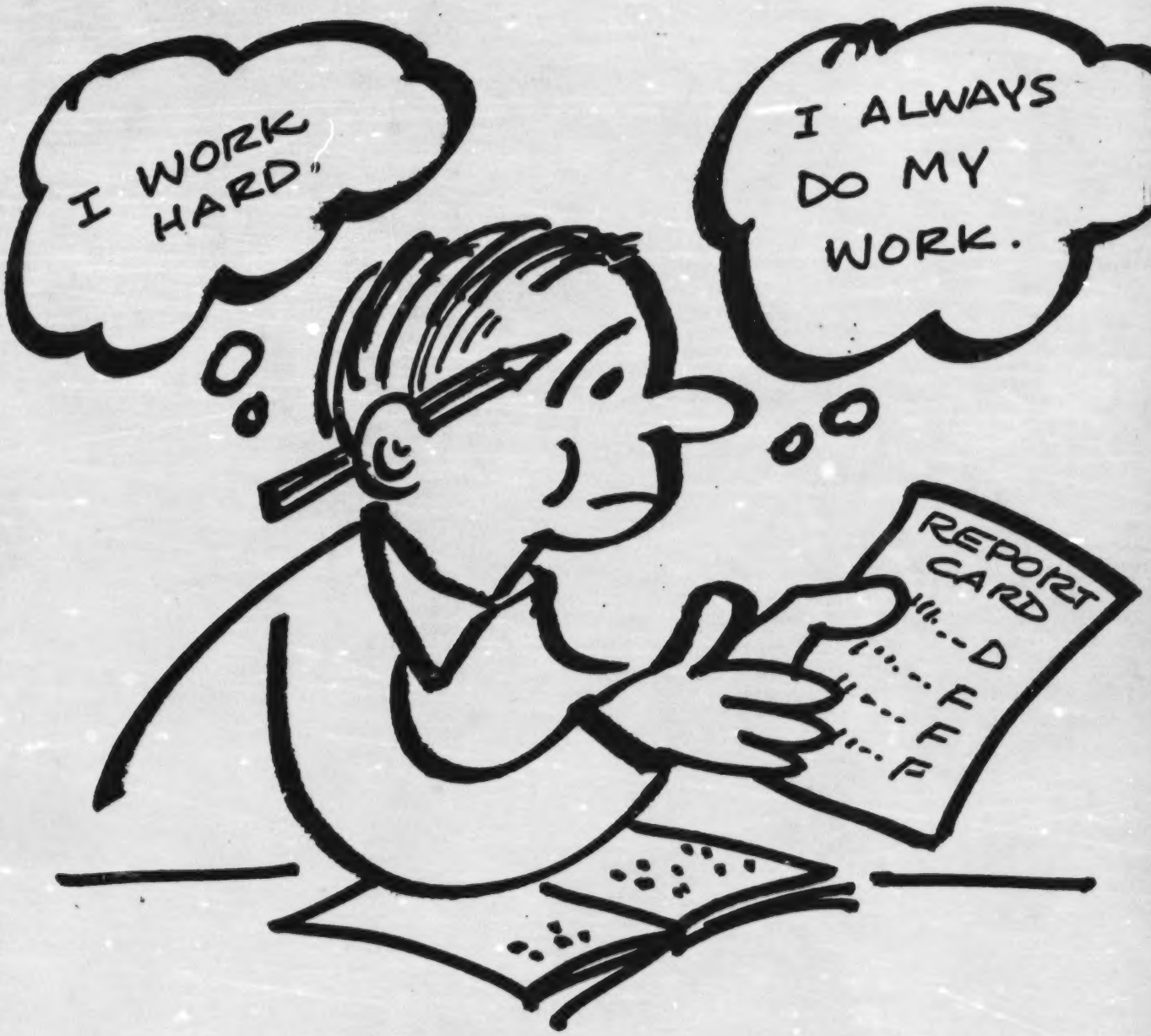
CHARACTERISTICS		STRATEGIES
a.	uses negative behavior to get attention	1, 23, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 85, 111, 112, 115, 118, 131, 132, 136, 153
b.	picks fights	1, 29, 60, 61, 62, 63, 65, 66, 67, 70, 85, 112, 113, 132, 136, 153
c.	satisfied with negative attention	1, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 85, 112, 132, 135, 153
d.	never in seat	1, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 85, 97, 111, 112, 118, 130, 131, 132, 136, 153
e.	class clown	1, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 70, 85, 97, 111, 112, 113, 114, 118, 131, 132, 136, 153
f.	talks out	1, 29, 59, 60, 61, 62, 63, 64, 65, 66, 67, 85, 97, 111, 112, 114, 118, 132, 136, 153
g.	uses a lot of passive, aggressive behavior such as, "I was just going to sharpen my pencil - his foot was in the way"	1, 60, 63, 64, 65, 70, 112, 118, 132

MESSY MISSA

PROFILE SHEET

VI. MESSY MISSA - THE ORGANIZATIONAL PROBLEM CHILD

CHARACTERISTICS	STRATEGIES
a. doesn't have correct materials	18, 49, 50, 83, 98, 99, 104
b. has trouble getting a task started	2, 8, 43, 46, 76, 180, 181
c. messy and confusing work	20, 27, 37, 39, 44, 45, 47, 48, 79, 81
d. loses completed work	36, 41, 42, 43, 50, 74, 79, 81, 83
e. uses wrong side of paper	21, 44, 77, 78, 79, 81
f. never erases, just scratches out	20, 37, 44, 47, 48, 79, 80, 81
g. confused with a change of routine	30, 40
h. forgets notes and materials at home or forgets them at school	18, 36, 49, 50, 83, 98
i. looks like she has been run over by a car	82
j. always has a messy desk	36, 50, 83
k. always has a messy locker	98
l. can't take or keep notes	36, 50, 91, 104, 109, 122, 123
m. notebooks are always a mess	36, 98, 104
n. never seems to have clean paper or pencil	98, 104, 120
o. can't seem to build from one method to the next, especially with math sequences	15, 52, 91, 95, 107, 109, 122, 126, 151, 160, 181
p. rarely attends review sessions or pursues extra help	13, 91, 107, 122, 151, 160, 181



CLASSIC CLARENCE

PROFILE SHEET

VII. CLASSIC CLARENCE - THE SLOW LEARNER (BUT TRIES LIKE HECK)

CHARACTERISTICS	STRATEGIES
a. always has a confused look	1, 2, 6, 7, 8, 10, 16, 23, 51, 52, 89, 90, 91, 95, 97, 151, 157, 160, 168, 180, 181
b. always in for help	2, 10, 16, 51, 52, 89, 90, 91, 97, 151, 157, 168
c. never seems to understand material	1, 2, 6, 7, 8, 10, 16, 23, 51, 52, 89, 90, 91, 97, 160, 174
d. consistently does poorly on tests	2, 14, 101, 110, 122, 151, 157
e. rarely finishes tests	2, 51, 101, 110, 157
f. can't use reference materials	10, 107, 125, 126, 151
g. can't rephrase information	6, 10, 122, 125, 126, 171, 174
h. has an extemely difficult time with new concepts	2, 7, 8, 10, 12, 51, 107, 122, 125, 126, 151, 160, 168, 181
i. can stare at one problem for 45 minutes and be no farther along than he was at the beginning	2, 7, 8, 10, 12, 23, 34, 97, 103, 106, 107, 122, 125, 126, 160, 181

ZERO ZELDA

VIII. ZERO ZELDA - THE LOW SELF IMAGE CHILD

CHARACTERISTICS		STRATEGIES
a.	tears up work before completed	10, 18, 22, 23, 34, 43, 106, 125
b.	"I can't"	2, 6, 10, 22, 23, 34, 35, 43, 106, 125, 131, 133, 134, 180
c.	"I won't try unless you're there"	10, 22, 23, 24, 34, 35, 123, 125
d.	afraid to speak up in class even if her answer is correct	18, 25, 26, 35, 116, 161, 164, 170, 171
e.	poorly developed motor skills	20, 22, 27, 31, 35, 126
f.	tiny printing or cursive writing	20, 22, 27, 31, 35, 126
g.	nonexistent eye contact	28, 32, 35, 61, 171
h.	hardly ever completes assignments because they are wrong(she thinks anyway)	10, 18, 22, 23, 34, 35, 53, 62, 106, 109, 123, 133, 181
i.	sluggish - lags in hallway or doesn't care if she is late	29, 33, 35, 62
j.	"black cloud over head" syndrome	18, 35, 62, 116, 135
k.	lacks motivation	18, 22, 26, 33, 34, 35, 62, 74, 116, 135
l.	absent a lot, looks asleep	22, 30, 33, 35
m.	likes to hide in room	1, 22, 61, 62, 96, 97
n.	resists help	22, 23, 97, 107, 122, 126
o.	won't seek help before or after school or during class time.	97, 107, 122, 126, 160

SALLY WHO ?

PROFILE SHEET

IX. SALLY WHO? - POOR RETENTION CHILD, SHORT AND LONG TERM

CHARACTERISTICS		STRATERGIES
a.	forgets directions	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 18a, 22, 46, 70, 88, 94, 97, 109, 123, 125, 128, 172, 173, 180
b.	forgets math tables (add & multiply) and basic processes(carrying and borrowing) even when introduced each year	13, 14, 15, 16, 45, 89, 91, 107, 122, 160, 181
c.	forgets learned material over vacation week-ends, day-to-day, even morning to afternoon	2, 4, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 22, 91, 97, 107, 122, 125, 160, 181
d.	forgets or confuses class schedule	18, 29, 30, 40, 173
e.	can't remember time of day or day of the week	18, 29, 30, 170, 173, 184
f.	gets halfway throughassignments and forgets how to do them.	2, 4, 7, 8, 22, 23, 46, 69, 84, 91, 97, 103, 106, 107, 122, 123, 173, 181
g.	forgets gym materials, art supplies	49, 120
h.	poor test performance	2, 6, 8, 93, 101, 107, 110, 122
i.	can't do basic measuring processes	13, 91, 92, 122, 126, 151
k.	can't spell simple words	121, 122, 151
l.	forgets simple grammar rules	91, 92, 107, 122, 126, 151, 168
m.	has extreme difficulty with spelling book	2, 6, 51, 56, 97, 102, 103, 109, 121, 123, 151

FLIRTY
GERTIE

PROFILE SHEET

X. FLIRTY GERTIE - SOCIAL BUTTERFLY

CHARACTERISTICS		STRATEGIES
a.	can't concentrate on work because of preoccupation with the opposite sex	1, 18, 22, 23, 35, 42, 53, 59, 60, 62, 68, 74, 111, 112, 116, 117, 118, 137
b.	constantly talking	1, 18, 22, 23, 35, 53, 59, 60, 62, 68, 111, 112, 115, 118, 132
c.	performance below potential	18, 42, 53, 60,74, 97, 100, 118, 122
d.	assignments not complete	18, 23, 35, 42, 53, 62, 74, 81, 97, 99, 100, 102, 108, 117, 118. 132
e.	knows what's going on with every person in the school	59, 60, 62, 68, 111, 112, 115, 118

BECKY BACKGROUND

PROFILE SHEET

XI. BECKY BACKGROUND - PAST AND PRESENT INFLUENCES OUTSIDE SCHOOL

CHARACTERISTICS	STRATEGIES
a. parental pressure	
b. family conflicts	
c cultural problems	
This child exhibits any of the previous ten profiles, especially Zero Zelda, Richie Rusher, Dave Distractor, Flighty Flora, Flirty Gertie and Lazy Larry	See strategies for profiles listed also - 113, 114, 116, 119
You will often encounter difficulty with parental cooperation, especially in the areas of:	
viewing the child realistically - strengths and weaknesses	
lack of consistency in home follow through	
putting blame on the school and teachers	

STRATEGIES

STRATEGY SHEET

1. have child sit in the front of the room near teacher

2. have child repeat directions to see if he understands them

3. have another student or teacher read the directions to the child

4. make sure the child understands word meanings

   individual main words: summarize, etc.
   function words: between vs. beside

5. if using longer words use a simpler synonym that the child might be familiar with; the repetition of the concept in more than one way is less redundant than repeating the same confusing directions over and over again

6. have the child rephrase the directions in his own words

7. monitor the child's work, ask him to show you what he has done when half completed and have him explain what he is doing

8. break down the directions into a sequence of steps, number the steps, have the child complete the task one step at a time

9. use short complete sentences, especially when giving oral directions and pause between the delivery of each idea; avoid run-on sentences and ones that may sound too long

10. utilize an academically stable student to help monitor this child's work or help explain directions to him

11. teachers should be more visual in giving directions, show the child(children) exactly what will be expected of them

12. shorten assignments

13. use the recess period once a week to brush up on basic math facts

14. before each math lesson put problems on the board to remind and reinforce carrying and borrowing procedures, do this every day for only 5 minutes

15. make sure to analyze the erros in the child's work; be sure you know why he is making the error

16. use the board more, especially for auditorially oriented children who need a visual as well as auditory cue

17. indoor recess can be used to utilize many kinds of listening games to help children to improve skills

18. make check lists that the child can use to denote personal program

    a. steps in direction
    b. classroom schedule
    c. assignment completion
    d. image builder (special stars or marks for everytime the child speaks up)
    e. organization lists (materials needed for a specific subject)
    f. staying in his seat
    g. not talking

STRATEGY SHEET

19. give the child a piece of paper for his assignment and a piece of paper on which he is to doodle or tear up

20. set strict standards on assignment appearances and stick to it

21. mark the correct side of the paper with a small red x and have the child mark the rest of his papers himself

22. check the child's work frequently; don't stay manned at your desk while the children work; walk around and spread encouragement

23. have the child do two or three problems with you, tell him to do two on his own and then say you will be back to check his work

24. explain to the child that he cannot monopolize all your time, that you understand his plight, and will try to give him as much time as you can, but to be patient

25. don't force the child to answer if he doesn't want to even if you know he has the right answer

26. have the child tell you the answer and then relate it to the rest of the class by saying "Johnny gave the correct answer which is, ...", always give the child verbal credit

27. require these children to write large; tell them that you want to see the tall letters reach from the bottom to the top of the line; ask the child to skip lines between work; tell them it will make it easier for you to read their good work

28. set the example yourself and use lots of direct eye contact; tell the child about their beautiful blue eyes

29 put this child in the front or close to the front of the line so he doesn't lag behind

30. ask him occasionally what time it is or what subject he has next

31. with written work require him to fill the whole line

32. encourage eye contact with games, stare me down for 15 seconds, etc.

33. time him to see how long it takes to get from place to place

34. have the child do a shortened version of class projects

35. give verbal rewards for being on time, handing in neat work, getting work in on time

36. organize his desk with marked file folders

37. never accept messy work

38. always be consistent in terms of assignments - when they must be done and quality that will be accepted

39. make sure that all corrections are turned in on a separate sheet of paper

STRATEGY SHEET

40. make sure he has a guardian angel (another student) to help him get through a day when the routine is changed

41. have the child turn in work as soon as it is completed

42. never let late work extend further than one day if possible; have him do it during recess or free time if necessary

43. have him check with you when half the work is completed to make sure he is doing it correctly and compliment him when it is

44. show him how to organize his work; you do an example; point out how one should space words, skip lines between answers, etc.

45. use graph paper for complicated math work; make sure he puts one number in each box

46. write down steps needed to do assignment

47. explain the use of an eraser and why he must use it

48. make sure he only uses pencil for math work; only God can use a pen when He does math work, for He makes no mistakes

49. make check lists for the child of material that is to go home; get a parent to sign it if possible

50. clean out his desk at least twice a week

51. monitor him closely to be sure he isn't putting down just any answer

52. when finished with assignment, ask him to tell you the main idea of the work or explain the process that he used

53. have him do all corrections during recess or free time

54. explain that it is always easier to do it right the first time rather than doing it again on his own time

55. don't allow him to do more than one assignment at a time unless it is checked

56. if he consistently errs, analyze the errors to see if he actually reads the material

57. ask the student why he is always in a rush; find out why

58. if you are sure the student understands the work but continues to be inaccurate or messy, make him do it again and again; do this a couple of times and he will get the message

59. ignore disruptive behavior if possible; compliment him with a verbal and physical gesture when he is behaving appropriately

60. isolate his desk, but remember that he is there when he is not being disruptive

STRATEGY SHEET

61. use direct eye contact whenever talking to him

62. give him a special project when he behaves well

63. direct the children in the class when he is out of the room that his antics are not appropriate and that you need their assistance to help him control his behavior

64. never fly off the handle; Dave lives off of teacher's frustrations

65. don't give him an inch and always be consistent

66. find positive consequences for him to develop the desire to be good

67. tell him that you will not tolerate his disruptive behavior

68. don't let him converse away from the subject at any time, especially in independent work times; he can speak only of math at math time, etc.

69. say his name once in a while to see what he is doing

70. for a particularly disruptive student, sit next to him and use some sort of physical contact to calm him down, help him with his work

71. don't worry about bruising his sensitive nature; he forgets quickly and rarely carries a grudge

72. give him a place keeper for reading work

73. have patience with him when he is under the weather

74. have check lists to be used when work is completed

75. if he goes on an errand make sure he has easy instructions for what he is to do

76. time child for getting started - "10 seconds to get your name on the paper"

77. throw assignments away that are on the wrong side - but give warning before doing this

78. have student recopy assignment (on own time) to correct side

79. redo complete assignment

80. don't accept stratch outs - student must erase and correct

81. keep him after school or during recess to redo assignments - if you keep him 1-2 times until assignment is complete he will know you mean business

82. compliment him when he does look nice

83. dump desk on floor after school - make student go through and clean up materials

STRATEGY SHEET

84. adjust assignment for short attention span

85. make him follow classroom rules as everyone else

86. set limit as to how many errors will be accepted; better yet, tell him how many right or correct responses you expect (again make sure he understands the assignment first)

87. if work is incorrect because he rushes through it, set up consequences and tell him in advance

    a) "you need to get 8 of these 10 problems correct or you will redo all".

    b) " you need to get 16 out of 20 correct or you will write out complete sentences during recess"

88. limit number of questions student can ask about written or oral directions

89. allow use of math grid for tables

90. give visual examples, especially math

91. have him construct a notebook, with only formulas and examples

92. keep a teacher made reference notebook in class

93. have a student read tests to him

94. have student divide long term assignments into sections, setting a due date for each section.

95. check with other teachers and compare subject matter that will transfer from one class to the next. Keep teaching strategies similar - such as metrics in science and math

96. don't allow student to isolate himself in the classroom

97. try to check on him from time to time

98. clean lockers regulary

99. require student to keep daily assignment sheet

100. have parents sign daily assignment sheet

101. allow student to take test in resource room

102. keep student after school that night for incomplete assignments(this can be prearranged with most parents - they are cooperative)

103. allow student to do every other problem

104. have student keep folder organized - one folder for each subject

105. make sure he in particular knows exactly what is expected of him and when it's due

106. if possible, cut his assignments but make sure he sticks to agreed upon cut

107. invite him in to a morning or afternoon session to show concern; possibly involve parents by calling them about such a session

108. check to make sure his assignment is written down in a good place

109. when he begins his assignment, check to be sure he's off on the right track

110. give him extra time on a test

111. say something like "I personally do not care for behavior of this sort in my room. Please reserve it for elsewhere".

112. put things in black and white - type of behavior that will be accepted and that's it

113. in the area of values, use statements such as "Tell me how you would feel if it happened to you".

114. say, "I care for you as a person. Though I may not like the things you do. I still care for you as a person."

115. make statements such as - "It seems to me you did or said .....because you want my attention (other students' attention)".

116. make statements such as - "I see this as something you are good at".

117. refuse to let him play the shift-the-blame game; state facts or call him on it; if he says, "My mother said ...." or "Mrs. _____said ....." say, "When I talk to _____this afternoon, I will ask her if that is what she/he said".

118. state expected short term behavior and consequences; always follow through and always be consistent

119. with parents, state facts - if possible never voice an opinion

120. send notes home about materials needed

121. work with resource teacher about setting up a special spelling program

122. have a review session that you invite him to

123. give him an example of what he is to do

124. if possible, have frequent brief conversations with him so he knows he can't play parent against teacher

125. ask another student, whom he likes, to help him

126. ask resource room teacher to work on a specific thing such as: main idea, summarizing, a particular math concept, paragrapp

127. make sure errands are clearly written and/or understood by child

STRATEGY SHEET

128. stand by his desk as often as possible when talking to the class

129. keep a checklist for him that show how many times he comes in totally dressed

130. give him specific times that he may get up out of his seat

131. send complimentary notes home when his behavior is appropriate and/or improving

132. don't let yourself react emotionally to his inappropriate behavior - state to him that behavior you see him exhibiting - tell him other choices he has in the area of behavior - tell him the behavior you expect of him and that he should expect of himself

133. give him and another child a project to do together outside the classroom - it is sometimes easier to be friendly without 25 others around

134. if possible arrange special project times for him in the room or with a special or resource teacher alone sometimes, sometimes with other children

135. try to arrange some "alone time"-even 3 or 4 minutes with you

136. try to talk openly and honestly with him about some of his behaviors. Venture some guesses as to how you might see it from his point of view - many times he will respond

137. pat his shoulder as you walk by his desk, touch him lightly on the arm if you want his attention - in a small group

138. talk with the resource teacher about involving him in some small group non-academic activities

139. find out from his parents what he likes to do at home and work out a project he could do and bring to school

140. tell him if he's sick he has to go to the nurse; if he doesn't want to go to the nurse then he obviously isn't sick

141. discuss the problem with the parent - then explain to the child in long and involved detail that work will have to be made up during times spent at the nurse, home, or washroom and follow through

142. have the child use a pencil holder, rubberband

143. allow special lined paper

144. use finger tracing, sandpaper alphabet

145. encourage the child to participate in board and other games in the room - it may help the child feel more relaxed

STRATEGY SHEET

146. if possible arrange a special time with the art teacher, this child may often respond here better than other places

147. set up a point system for a specific behavior - using special project or times as earned reward

148. if possible, involve the child in a special P.E. or program to work on gross and fine motor difficulties

149. make him a special helper, to carry things, rearrange desks, etc.

150. talk with the parents - have a check sheet for things he works on at home and keep a point sheet at school

151. have resource teacher work on areas of special difficulty

152. if possible arrange with music, art, or P.E. teacher to involve him in a special activity that would help him improve his skills

153. when possible, be very frank with the child, pointing out to him the realities of a given situation - this will need to be done more than once

154. if possible try to talk to one or two of the more understanding students in the class to befriend him occasionally

155. give him auditory clues, but try to gradually reduce the number of clues you give him

156. have him read a phrase silently then tell you what it said, work up to a sentence, then a paragraph

157. when he makes an error, have him go over it and see if he can recognize his error

158. during indoor recess or free time try to encourage him to work with simple puzzles, paper cutting, coloring, mazes, dot-to-dot, block designs, art activities, either with another child or you

159. find out from parents if he really has a physical problem and if possible set specific times for him to use the washroom, see the nurse, etc.

160. if possible, keep him in a small reading or math group in which extra practice could benefit the whole group

161 try to watch him and be aware of when he wants to speak - you may even set up a system with him whereby he can cue you if he wants to say something, then cue him as he's speaking his answer

162. cue him with letter sounds or word beginnings when he's speaking to the class

163. if possible work with him practicing what he wants to say

164. have him read from something written down after he's practiced

165. encourage him to play games which would allow him to speak, rhyme words, use correct grammar

STRATEGY SHEET

166. recommend him for speech therapy or ask for suggestions from speech therapist

167. use an occasional indoor recess time to go over areas of difficulty, possibly, in game form

168. ask resource teacher for special help worksheets he could work on in the classroom

169. send child on an errand you are certain he can handle

170. have child tell you what he did last night, over the weekend

171. encourage oral language activities

172. have child listen to simple riddles then ask him to answer them

173. encourage simple memory games with the child actively participating by following directions

174. read short stories followed by questions dealing with the details, sequence, main idea, inferences, and drawing conclusions

175 encourage structured activities at recess such as hopping games, walk a straight line (forwards, backwards, and sideways) ball bouncing, etc.

176. have child work on copying geometric figures using rubber bands, card, blocks, etc.

177. encourage games such as dominoes, playing cards, (making suits, pictures, numbers, sets) letter bingo, etc.

178. encourage games matching, sorting, tracing of letters and words

179. use tapes and records of sounds, words, stories, etc.

180. start by giving simple oral directions and progress to more difficult ones

181. have him do one or two problems with you each day, involving the difficult process

182. use visual aids with him concurrently with the numerical symbols

183. ask him to count for you

184. ask him occasionally what time it is

185. have him count out real money to you

186. discuss prices, distance, basic measurement with the class, possibly in a social studies or science unit

187. let him and another child give each other flash cards

188. encourage math games

GENERAL GUIDELINES FOR TEACHERS

1. Whenever you get frustrated with these children reread the strategies to get a refreshing approach.

2. Never let a problem go more than two days before contacting the resource person.

3. Ask the resource person what he or she is doing behind her closed door when the child is in her care.

4. If you see area of need for the child while he is in your class, mention it to the resource person so it can be worked into her or his program.

5. Set your expectencies for these children within their capabilities.

6. If the child does not seem to be catching on with a particular concept, the resource person may have time to work more closely with that child.

7. Try not to let these children get too far behind the rest of the class, this only reinforces their feeling that they are inferior or bad students.

8. If you are having a problem with a specific student, it sometimes helps to make notes on what it is that they are doing and also write down what you are doing about the problem.

9. Be consistent.

10. Have lots of patience for the child who functions poorly when under the weather or preoccupied with other projects.

11. At the start of each year, make a short checklist and test of common knowledge precepts; days of week, months of year, time telling, basic measurement.

12. Give a basic math test to find out who can add, subtract, multiply, and divide.

13. Keep lots of appropriate worksheets, games, or assignments for the students who have no work or who have completed their assignments.